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| **Grade:** | | **Course:** | | | | | **Unit:** | |
| **Common Core/Essential**  **Standard #:**  **RL.9-10.1, RL.9-10.2, RL9-10.3 RL.9-10.7,RL.9-10.9, RL.10.10, RI.9-10.1, RI.9-10.2, RI.9-10.7, RI.9-10.9, RI.9.10,RI.10.10, W.9-10.1, W.9-10.2, W.9-10.4W.9-10.5, W.9-10.6,W.9-10.9,L.9-10.1L.9-10.2** | | **Unit Description: Modernization versus Tradition**  **Students will analyze and identify both the advantages and disadvantages of modernization in societies and ages throughout history. This will also include a study of tradition and how its prominence affects a people undergoing cultural change.** | | | | | **Instructional Days:**  **approx: 4 weeks** | |
| **Learning Targets:**  **Students will become more culturally aware of the steadfast traditions of our culture (both past and present) and other cultures around the world. They will examine the impact of these traditions and how the strength of these traditions conflicts with the evolution and dynamic changes that time and history create within a society.** | | | | **Recommended Resources:**  Nectar in a Sieve  Things Fall Apart  Rice Without Rain  A Doll’s House  Bless Me Ultima  nonfiction re: colonialism  The Kite Runner,  Dead Men’s Path,  Marriage is a Private Affair,  Persepolis books 1 and 2 by Marjane Satrapi,  Avatar, | | | | |
| **Essential Terminology:**  **Tradition, culture, modernization, civilization versus nature, industrialism, colonialism,** | | | | **Online (only links specific to this standard):** | | | | |
| **Essential Readings:**  **Nectar in a Sieve**  **Rice Without Rain**  **Bless Me Ultima**  **Things Fall Apart** | | | | | | | | |
| **Essential Question: What effect do traditions have on the individual and society, both good and bad? How do traditions create a conflict with the idea of change? What old traditions have been eliminated throughout cultures and what new traditions have been created?** | | | | | | | | |
| **Activating Strategy: KWL charts, movie clips, anticipation guides, graphic organizers** | | | | | | | | |
| **Suggested Instructional Tasks:**  **Speaking and Listening/Multimedia: Students research unusual traditions from our society and other societies. Using a powerpoint presentation or other multimedia demonstration, they will make a presentation to the class on what the tradition is, how and why it started, why it continues or does not continue today.**  **Writing: Write an essay discussing the impact of colonialism on the traditional societies that are victim to it. Use Nectar in a Sieve and Things Fall Apart as examples and support.**  **Research/Multimedia/Speaking: Research African Tribal ceremonies and purposes of masks. Create your own based on your research. Present masks to class.** | | | | | | | | |
| **Literacy Component:** Reading:  RAFT assignments  GIST  Reciprocal Teaching  TPEQEA | Writing:  RAFT assignments  GIST  Reciprocal Teaching  TPEQEA | | | | Listening & Speaking:  Group Technology Presentations  Paedia Seminar | | | Language:  essential vocabulary  grammar concepts |
| **Summarizing Strategy: power points, webquests, scavenger hunts, objective tests, research, essays** | | | | | | | | |
| **Support for Differentiation:**  ELL ~ summaries for complex text, draw for testing, guided Cornell notes, prefix/root word/suffix study, vocabulary, Quia,  **jigsawing books** | | | EC ~ summaries for complex text, draw for testing, guided Cornell notes, prefix/root word/suffix study, vocabulary, Quia | | | AIG ~ add more research | | |

Sample Formative Assessment (aligned to Learning Target):